DOCUMENT RESUME

ED 107 580 95 SO 008 402

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TITLE Struggle for Independence: Mexico's Rebellion Against Spain. Social Studies. A Teacher's Guide for Grades 1-9.
INSTITUTION Dissemination Center for Bilingual Bicultural Education, Austin, Tex.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif.
PUB DATE Mar 74
NOTE 57p.
AVAILABLE FROM Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 ($1.20)

EDRS PRICE MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS *Biculturalism; *Cultural Awareness; Curriculum; Elementary Secondary Education; Ethnic Studies; Learning Activities; *Mexican American History; Mexicans; *Revolution; *Social Studies; Teaching Guides
IDENTIFIERS Elementary Secondary Education Act Title VII; ESEA Title VII; *Mexico

ABSTRACT

This book is the first in a series of historical resource guides developed by the Far West Center of Curriculum Adaptation Network for Bilingual Bicultural Education (CANBBE). This unit, for grades 1-9, focuses on Mexico's revolt against Spanish rule and highlights famous persons and events of the period. The materials can serve as a reference on Mexican historical events and patriotic commemorations in order that the teacher may have some information readily available for classroom use. Historical facts as well as activities for use in the classroom, in the school, or for community presentation are included. This book can be used as a general supplement to the Social Studies Strand of the Spanish Curricula Development Center materials. The unit is arranged in nine sections according to either famous persons or events. Each section includes presentation of facts, a list of reasons for remembering the day, vocabulary, ways for teachers to highlight the facts, ideas for discussion, and activities. Suggestions for classroom activities include role playing, bulletin boards, reports, and time lines. The listing of commemoration dates is sequenced to allow teachers to plan the school calendar accordingly. (Author/JR)

CANBBE * * * * Far West Center * * * * San Diego Unified School District

ED107580

Struggle for Independence

Mexico's Rebellion against Spain

Social Studi s

A Teacher's Guide for Grades 1-9

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SP 008 402

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March 1974

This material was developed by the Curriculum Adaptation Network for Bilingual Bicultural Education (CANBBE), pursuant to grants from the William Randolph Hearst Foundation and the U.S. Office of Education. Cooperating entities in the network are the National Urban Coalition; the Edgewood (San Antonio) Independent School District; the Milwaukee Public Schools; the New York City Board of Education, Community School District 7; and the San Diego (California) Unified School District.

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The opinions expressed herein do not necessarily represent those of the funding sources or the cooperating agencies.

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Printed in the United States of America

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FOREWORD

The Dissemination Center for Bilingual Bicultural Education is publishing this edition of *Struggle for Independence*, the first in a series of resource guides for teaching history and culture of the Mexican American child. The series is being developed by the Far West Regional Adaptation Center in San Diego, California, a component of CANBBE (Curriculum Adaptation Network for Bilingual Bicultural Education). *Struggle for Independence* was edited by Pam Harper and Elsa Sanchez de la Vega, staff editors, DCBBE.

Requests for information concerning *Struggle for Independence* or other bilingual materials should be addressed to the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.

Juan D. Solís, Director
Dissemination Center for
Bilingual Bicultural
Education

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PREFACE

This manual is intended for use by all teachers; in particular, the authors hope it will be of special help in the classroom with a large percentage of Mexican American students. The main purpose of the manual is to focus on commemorations of events and people important in the cultural heritage of the Mexican American.

Material which follows will serve as a reference on Mexican historical events and patriotic commemorations in order that the teacher will have some information readily available for classroom use. Historical facts as well as activities for use in the classroom, in the school, or for community presentation are included.

This book can be used as a general supplement to the Social Studies Strand of the Spanish Curricula Development Center (SCDC) materials.

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A WORD ON THE FORMAT

This reference book deals primarily with Mexico's rebellion against Spanish dominance. Events are presented in chronological order with sketches of important persons following the events in which they participated. The date found in the box in the upper right corner is the day Mexican people commemorate the particular event or person. You may want to plan your school calendar to include activities for these special days.

PAGE FORMAT

Presentation of Facts--provides pertinent data about the person or event.

Why Do We Remember This Day?--states why Mexican people commemorate the event or person.

Vocabulary--lists words related to the event or person. Vocabulary is presented solely to give the teacher who does not speak any Spanish an opportunity to learn how to pronounce Spanish names. Italicized syllables indicate stress. Mexican American students delight in hearing Spanish names pronounced correctly.

Highlighting the Facts--provides activities which reinforce the presented information. The creative teacher can do much to make particular events meaningful.

Information Capsules--provides brief information to supplement the basic facts about an event or person.

SEQUENCED COMMEMORATION DATES

Querétaro Conspiracy	Week before September 16
Surrender of San Juan de Ulúa	September 15
Independence Day	September 16
Anniversary of National Anthem	September 16
Formal Accomplishment of Independence	September 27
Morelos - Birth	September 30
Constitution of 1824	October 4
Día de la Raza	October 12
Columbus Day	October 12
Guadalupe Day	December 12
Morelos - Death*	December 22
Mexican Flag Day	February 24
Leona Vicario - Birth	April 10
Hidalgo - Birth	May 8
Hidalgo - Death*	July 31

*Mexican people observe the death anniversaries as well as the birthdays of heroes.

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Introduction

INTRODUCTION
SEEDS OF DISCONTENT

This Introduction may be too complicated for use in the primary grades. It can be used in upper elementary or junior high as a leadoff for the units which follow.

PRESENTATION OF FACTS

A parallel may be traced between colonial Mexico and other nations governed by foreign powers. Many types of abuses were common, and the people began to show discontent. Mexico retaliated in different ways against the severe domination of Spain. The seeds of revolt sprouted spasmodically throughout the country bringing ever closer the day of Hidalgo's *Grito*. Like a distant trumpet, the cry would call the people to action and release their pent-up fury.

Signs of discontent prior to the *Grito*:

1605 - The Creoles, wishing to keep the land grant system in effect, rebelled against the threat of land apportionment. (Creoles were persons during the colonial period who were born of Spanish parents in Mexico.)

1624 - Residents of the Mexico City suburbs protested over the lack of corn.

1692 - A second revolt over corn.

1765 - Jacinto Canek, a mestizo in Yucatan, instigated a revolt.

1766 - Real del Monte miners protested over low wages.

1774 - Tobacco workers in Mexico City demonstrated for higher wages.

1801 - Mariano, an Indian in Nayarit, sparked a revolt.

1809 - A conspiracy in Valladolid was exposed. The rebels were seeking Mexican independence from Spain.

During the two hundred years from 1605 to 1809, there was much discontent in Mexico. As always, the people resented economic hardships they could not control; furthermore, these hardships affected all strata of society. The scene was set for cutting the bonds with Spain. It was quite evident to the people that peaceful demonstration was not enough. The seeds sown over the years were ready to mature.

VOCABULARY

Mestizo	mess-*tee*-soh
Jacinto Canek	Hah-*seen*-toh Kah-*neck*
Real del Monte	Reh-ahl del *Mon*-teh
Mariano	Mah-ree-*ah*-noh
Nayarit	Nah-yah-*reet*
Valladolid	Vah-yah-doh-*leed*

HIGHLIGHTING THE FACTS

Time Line

Preparation: After appropriate study, suggest that the children make a time line. Bring books into the room so the students can research and pinpoint events for the time line.

Student Involvement: The children research and prepare suitable items for a time line on the bulletin board.

Reports

Preparation: Select the most significant events from the introductory material and ask for oral reports from the class.

Student Involvement: The children volunteer to give oral reports to the class.

Comparison

Preparation: Guide a class discussion on comparisons between Mexican and American pre-independence events.

Student Involvement: Each child contributes to the discussion, volunteering individual thoughts to the class.

Querétaro Conspiracy
September 1810

Josefa Ortiz de Domínguez

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Week before
September 16

THE QUERÉTARO CONSPIRACY

PRESENTATION OF FACTS

Ignacio de Allende y Unzaga was the initiator of the Conspiracy of Querétaro; he had previously been one of the members of the Conspiracy of Valladolid. Allende was downhearted at the failure of earlier plots so he began to promote the idea of independence among some of his friends.

Various meetings were held, and some of those present were Juan Aldama, José Abasolo, Ignacia Aldama, and perhaps about thirty others. They deliberated at length on the idea of independence. The meetings were held under the pretext of a fine arts study group. The conspirators met at the homes of various members of the group. Two prominent members were a Spanish magistrate Miguel Domínguez and his wife Josefa. But the group lacked a strong leader. It occurred to Allende to invite Father Miguel Hidalgo, a man whose intelligence and advanced ideas could spark the sessions. Allende was also aware that Hidalgo's priestly character was a decided influence on the people. Hidalgo soon became leader of the group.

On September 15, 1810, Josefa learned that the conspiracy was suspect. She quickly passed the word to the others. When Hidalgo realized that their secret had been discovered, he decided to initiate the revolt immediately, on the morning of the sixteenth. From the pulpit of his church in Dolores, he would start the movement for Mexican independence.

WHY DO WE REMEMBER THIS DAY?

The conspiracy is deemed important because:

a. It set the stage for the beginning of the successful struggle for independence.

b. It provided the leadership the people needed in the person of Miguel Hidalgo y Costilla.

c. It revealed the heroic stature of a Mexican woman.

VOCABULARY

Querétaro	Keh-*reh*-tah-roh
Ignacio Allende	Eeg-*nah*-cee-oh Ah-*yen*-deh
Juan Aldama	Who-*ahn* Al-*dah*-mah
José Mariano Abasolo	Ho-*seh* Ah-bah-*soh*-loh
Miguel Domínguez	Mee-*gel* Doh-*meen*-guess
Josefa	Hoh-*seh*-fah
Hidalgo y Costilla	Hee-*doll*-goh ee Cohs-*tee*-yah

HIGHLIGHTING THE FACTS

Listening - Flannel Board Story

Preparation: Read or tell a story relating to the conspiracy. Make sure the children understand the meanings of the word "conspiracy" and other new words. Cut out flannel figures which depict characters in the story. Manipulate the figures as you tell the story.

Student Involvement: The children listen to the story, then take turns retelling it. While one child repeats the story, others manipulate the flannel board figures.

Discussion

Preparation: Prepare cards with various words from the story; use large print. Use names of people and words such as "conspire." Hold up the cards one at a time and elicit meanings from the children. (This activity can be done with pictures instead of words.)

Student Involvement: The children provide meanings of the words. They role play the people.

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Role Playing

Preparation: Provide props for the story: chairs, table, perhaps even old clothes. Retell the story and have the children reenact the sequence of events.

Student Involvement: The children listen to the story and volunteer to role play the various parts. They take turns playing the parts.

Role Playing

Preparation: Emphasize the role of Josefa Ortiz de Domínguez. Explain how in that day a woman spent most of her life in family surroundings. Rarely did she participate in activities outside her home. For this reason Josefa was truly an exceptional woman.

Student Involvement: The girls take turns dramatizing the role of Josefa Ortiz.

Related Activity: Have a special doll in the room and call her Josefa. When you tell the story, use the doll as a prop.

INFORMATION CAPSULES

Querétaro: The capital of the state of the same name. This city is about 160 miles north of Mexico City.

Dolores: The village where Hidalgo's parish was located. The village lies about 90 miles north of Querétaro.

Ignacio de Allende y Unzaga:

The behind-the-scenes initiator of the Conspiracy of Querétaro. Born into a wealthy family, he was able to decide his own career, and he chose the military. At the time of the conspiracy, he was a *capitán* in the "Queens Dragoons." He was quite open about his personal feelings regarding independence. Among articles he wrote were "Independence, Cowardly Creoles" and a documentary titled "Anti-Spanish." He and Hidalgo had been friends since 1808, and they had often discussed and deplored the political situation that existed in Mexico.

Josefa Ortiz de Domínguez:

A recognized heroine in Mexico. She took an active part in the Conspiracy of Querétaro. Josefa constantly encouraged the conspirators and kept their spirits from faltering.

At the risk of incriminating herself, she was instrumental in learning that the Spanish had discovered the conspiracy. She managed to send a word of warning to the group's leader Hidalgo. A magnificent monument was erected in her honor in the city of Querétaro.

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Independence Day
September 16, 1810

00020

September 16

INDEPENDENCE DAY - SIXTEENTH OF SEPTEMBER

PRESENTATION OF FACTS

When the Querétaro Conspiracy was discovered, the rebels had to discard their original time schedule and begin the revolt immediately. Thus, on September 16, 1810, Miguel Hidalgo y Costilla, a priest in the village of Dolores, sparked the rebellion against Spain. Hidalgo, as was mentioned before, was the leader of the conspiracy.

Miguel Hidalgo went to his church early on the morning of the sixteenth. He addressed his assembled parishioners from the pulpit during the six o'clock mass. Speaking eloquently to his people, he urged them to rise up against Spain. He completed his impassioned call for revolt with the famous *Grito de Dolores* (Cry of Dolores):

"Long live our Lady of Guadalupe!

Long live Independence!

Death to the Spaniards!"

WHY DO WE REMEMBER THIS DAY?

This particular incident in Mexican history is considered the Mexican Independence Day. It is celebrated for these reasons:

a. It is the recognized Mexican Independence Day.

b. Hidalgo's *Grito* became a stirring battle cry to the Mexican people.

c. Hidalgo's *Grito* became the fountainhead of the spirit of independence which spread throughout Mexico.

VOCABULARY

Grito	*Gree*-toh
Guadalupe	Wah-dah-*loo*-peh

HIGHLIGHTING THE FACTS

Listening

Preparation: Prepare a picture booklet which has as its theme the Querétaro Conspiracy and the happenings on the Sixteenth of September. (Be sure to gear the booklet to the children's grade level.) You may use pictures only or pictures and a short story. Then, prepare a tape which tells the story of the booklet. Place both the booklet and the tape in a listening center where the child may listen to the tape while he leafs through the booklet.

Student Involvement: Each child has an opportunity to use the center. While there, he can play the tape and read the booklet. If the child can read, print a simple story (English or Spanish) which follows the picture sequence.

Related Activity: Each child can make and illustrate his own booklet.

Game Playing

Preparation: Make a large chart using a picture sequence about the Querétaro Conspiracy and the September Sixteenth story. Place a hook under each picture so that corresponding word cards can be hung directly under the picture. Make up vocabulary cards which refer to the pictures.

Student Involvement: The children take turns hanging the matching vocabulary cards under the pictures. They may also arrange the pictures of the events in sequence.

Parent/Community Involvement

Preparation: Locate a person in the community who is from Mexico and who is willing to come to the classroom to tell how September Sixteenth is celebrated in Mexico. Have the children write an invitation to the person after you have contacted him. Have them write a note of thanks after his visit.

Student Involvement: The children discuss beforehand the questions they would like to ask the guest. They interview the guest after his presentation. The children write invitation notes and thank you notes.

Planning a Sixteenth of September Party

Preparation: Suggest to the class that they have a September Sixteenth party. Let the children plan the party. Plans could include refreshments, a short program celebrating Independence Day, invitations to parents, place mats, etc.

Student Involvement: All the children participate in the planning. They write invitations to the parents and work up a short program with your assistance.

Art--Poster Making

Preparation: Before the activity prepare poster-size paper, paints, crepe paper, etc. Make slips of paper with the *Grito* written on them. The Mexican flag may be used for the background of the posters with the *Grito* written across it.

Student Involvement: The children use the prepared materials to make posters and decide where to hang them. They select one or two to present to the library, the office, or other rooms.

Short Speeches (Grades 4, 5, and 6)

Preparation: After talking about September Sixteenth, followup by having each child give his own impression of why it is celebrated.

Student Involvement: Length of talks depends on the grade level. Volunteers go to other classrooms and give talks. Some pupils may give talks at the Sixteenth of September party.

Making Booklets

Preparation: Prepare five or six ditto pictures depicting the story of the conspiracy and September Sixteenth. Make captions for each picture. Duplicate enough copies so that each child has a complete set of pictures.

Student Involvement: First the class colors the pictures. They print or paste the captions on the pictures or write their own captions. Next the children put the pictures in the correct sequence to make individual booklets. Then each child makes an appropriate cover (perhaps a miniversion of one of the posters) and takes his booklet home as part of the celebration.

Role Playing

Preparation: After telling the story of September Sixteenth, have the children reenact the excitement when Hidalgo gave the *Grito*. Prepare a simple play to highlight the moment.

Student Involvement: The children take turns acting out Hidalgo's inspirational moment.

Comparison--Patrick Henry's "Give me liberty or give me death."

Preparation: Tell the story of the American patriot and the occasion of his speech. To compare Hidalgo and Henry, discuss with the children the circumstances surrounding their speeches.

Student Involvement: The children listen to the stories of both men and discuss how they are similar. They discuss the meaning of liberty.

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INFORMATION CAPSULES

Guadalupe Day, December 12, 1531:

Hidalgo referred to "Our Lady of Guadalupe" in his *Grito*. Our Lady of Guadalupe is the patron saint of Mexico. Her feast day is a religious holiday.

The story of the saint is as follows:

> In December of 1531, an Indian named Juan Diego was walking on Tepayac Hill near Mexico City. While there, he saw a vision of the Virgin Mary. The Virgin asked Juan to go to the bishop and request that a shrine be built on the spot where she had appeared. The bishop did not believe Juan. The Virgin appeared a second time to Juan on December twelfth, and this time she called herself Holy Mary of Guadalupe. After her second appearance, she produced a sign - a rose bush covered with blooms. Juan wrapped the roses in his cloak and took them to the bishop. When he opened his cloak, a beautiful picture of the Virgin appeared on the cloth. The bishop was convinced and built a shrine on the spot. Even today the church built in her honor still stands in Mexico City.

NOTE:

It is important for teachers to be aware of all facets of the Mexican American child. One of the important areas to consider is religion. In the past religion played a major role in the daily life of Mexican people; today this role has lessened.

Religious feast day celebrations are very common in Mexico. However, the celebration of the Lady of Guadalupe is probably the most important. In fact, Mexican American children might very well be absent from school on December twelfth in order to celebrate the feast day.

Hidalgo
Birth - May 8, 1753
Death - July 31, 1811

Miguel Hidalgo y Costilla

Birth - May 8
Death - July 31

MIGUEL HIDALGO Y COSTILLA

PRESENTATION OF FACTS

Every country has heroes who stand head and shoulders above others. In Mexico Miguel Hidalgo is in this category. He, above all others, is symbolic of the movement for independence in Mexico. His *Grito de Delores* ushered in the struggle for independence. The struggle was to last for fourteen years.

Hidalgo lived in a day when people's lives were almost in lockstep with the Cathlic religion. He was a priest and very close to his people. He had great compassion for them. Hidalgo deplored the system which gave his people no choice but to eke out a bare, bitter existence. He was interestcd in his people's economic betterment and felt that independence would improve their lot in many ways. This concern for his people was the incentive which made him work for independence.

Hidalgo was involved in the Querétaro Conspiracy, a plan to incite the people to rebel against Spain. On the Sixteenth of September, he called upon his parishioners to revolt. On that morning he gave his famous *Grito*. He was the acknowledged leader of the movement, but in a few short months he would be captured, defrocked, and executed. Nevertheless, the charisma of Miguel Hidalgo would be present throughout the long struggle for independence.

WHY DO WE REMEMBER THIS DAY?

Miguel Hidalgo is honored by the Mexican people to this day on both his birth and death dates because:

a. His spirit and desire for independence instilled these same feelings in his people.

b. His *Grito* became the call to arms in the struggle.

c. His unswerving feeling for the people contributed to the charisma which is associated with him even today.

HIGHLIGHTING THE FACTS

Game--Puzzle

Preparation: Obtain a picture of Hidalgo, mount it on cardboard, and laminate it to prevent wear. Cut up the picture to make a jigsaw puzzle. Store the puzzle in a box and keep it in the game center. You may also use a picture of Hidalgo in some type of action.

Student Involvement: The children put together the picture puzzle at appropriate times.

Talking Mural

Preparation: Secure a large picture of Hidalgo and place it on a prepared section of the bulletin board. Make up a story about Hidalgo using appropriate vocabulary. Tell the story to the class. Afterwards elicit responses from each member of the class: "Why do you think Hidalgo was a hero?" Print responses on strips of construction paper (red, green, white). Place these printed strips around the picture on the bulletin board.

Student Involvement: The children listen to the story and volunteer responses. They may print the responses on strips of paper and place them on the bulletin board.

Comparison

Preparation: Use two simple stories, one about Hidalgo and one about Patrick Henry. (Use vocabulary appropriate to the grade.) Tell both stories to the class and ask individuals to compare the men.

Student Involvement: The children listen to stories and volunteer responses of comparison. They may also draw scenes depicting the stories.

Role Playing

Preparation: Write a short skit which depicts the scene of the morning of September Sixteenth. Have the class prepare and perform the skit.

Student Involvement: The children make simple crepe paper costumes: white tunics, white trousers, skirts. Serapes or hats can also be made or used. Use the *Grito* as the climax of the skit.

"Long live our Lady of Guadalupe!	"¡Viva la Virgen de Guadalupe!
Long live Independence!	¡Viva la independencia!
Death to the Spaniards!"	¡Mueran los Gachupines!"

Morelos
Birth-September 30, 1765
Death-December 22, 1815

José Morelos y Pavón

Birth - September 30
Death - December 22

GENERAL JOSÉ MORELOS Y PAVÓN

PRESENTATION OF FACTS

Morelos was born of poor parents near the town of Valladolid and spent most of his early life working on a ranch. When he was twenty-five years old, he entered the College of San Nicolas and began studying for the priesthood. During his studies he first made the acquaintance of Miguel Hidalgo, who was the head of the college. In time Morelos became a priest, but he was filled with the fervor of independence for his country. In 1811 he joined the forces of Hidalgo and became one of the foremost leaders for the cause of independence. Although he was not a trained military man, he had an astute mind and was an excellent organizer. When Hidalgo was caught and later executed, Morelos easily slipped into the role of leader of the rebels. Morelos was captured in October 1815 and suffered the same fate as Hidalgo. He was executed on December 22, 1815.

WHY DO WE REMEMBER THIS DAY?

The memory of Morelos is commemorated for these reasons:

a. He was an able leader in the struggle for independence.

b. He was the man most responsible for Mexico's first constitution (November 1813).

c. He was responsible for Mexico's first Declaration of Independence (November 6, 1813).

d. He instituted land reform and the break-up of the hacienda system.

VOCABULARY

José Morelos y Pavón - Hoh-*seh* Mor-*eh*-los ee Pah-*von*

00033

HIGHLIGHTING THE FACTS

Comparison

Preparation: Gather information on other famous men who rose from obscurity and humble beginnings to become great leaders. Tell the story of Morelos and have the class compare him to other heroes.

Student Involvement: The children discuss what makes men rise to the role of leadership. They compare different leaders.

Writing Experience (Grades 4, 5 and 6)

Preparation: Discuss the Declaration of Independence. Explain what such a document means to a people. Suggest that the children write a declaration as a class project.

Student Involvement: The children learn what a Declaration of Independence is. As a group they suggest ideas for writing a declaration. After pooling their ideas, they print a class declaration.

Art--Mural Making

Preparation: Discuss what a mural is and how it is made. Assign sections of the blank paper to each child (sections may be regular or irregular). Point out that any type of art activity may be used (drawing, pasting pictures, etc.).

Student Involvement: The children may use their leisure time to work on the mural. Each child makes his own section. The class may vote on a theme for the mural; it should be related to independence and Morelos.

Related Activity: Show the children pictures of murals by famous Mexican artists.

Vocabulary Building

Preparation: Describe to the class how to make a file. Prepare simple cardboard boxes to hold the cards. Review new words which have been learned; have the children print the words on cards and file them. One file might include the names of the people who were prominent in the struggle for independence.

Student Involvement: The class makes file boxes. They print new words (in Spanish and English) on blank cards. The children then take the files home. Parents can play a game with their children by pulling words from the file and having the children pronounce the words. (Send a letter to the parents telling them how to use the files.)

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Vicario
Birth-April 10, 1789

Leona Vicario

00037

April 10

LEONA VICARIO

PRESENTATION OF FACTS

Leona Vicario was born in Mexico City in 1789. Since she was the daughter of wealthy parents, she was well educated. During her college years she met Andrés Quintana Roo, and the two of them discovered they shared a mutual fervent desire for Mexico to be independent. Their sympathy for the rebels made them suspect, and eventually Roo was forced into hiding. Leona began to work as an undercover agent, keeping the insurgents informed of the progress of the revolt in other parts of Mexico. She was in constant danger of being caught by the Spanish. During this time she also supplied the rebels with money and weapons which were badly needed. In time Leona was captured, imprisoned, and stripped of all her possessions. After the victory of the rebels, the Mexican Congress compensated her for some of her losses by awarding her a ranch near the city of Apan.

WHY DO WE REMEMBER THIS DAY?

Leona Vicario is remembered by Mexican people because:

a. Despite great danger she provided the insurgents with information.

b. She was an inspiration during the most difficult days of the struggle.

c. She unselfishly aided in the cause at the cost of losing all her possessions.

VOCABULARY

Vicario	Vee-*cah*-ree-oh
Andrés Quintana	Ahn-*dress* Keen-*tah*-nah
Apan	Ah-*pahn*

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Making a Booklet--Heroes of Mexico

Preparation: Have the class discuss what makes a hero. Point out different types of heroes. Have each child write a short paragraph on one of the heroes they have studied so far. Bring up the idea of making a class hero book.

Student Involvement: The children participate in the discussion. Each of them writes a short paragraph on a hero of Mexico. All the paragraphs are placed in the class book of heroes.

Talking Mural

Preparation: Prepare a section of the bulletin board for the mural. Print a simple paragraph on the mural paper leaving the last line blank. Read what you have printed; then ask each child to finish the sentence. As they respond, write their responses on prepared strips of construction paper. Write each child's name after his response. The strips are then tacked on the mural.

Student Involvement: The children listen to the paragraph and complete the open-ended sentence. They help with the cutting, pasting, and tacking.

SAMPLE: Every country has heroes or heroines.

Mexico has its heroes. Leona Vicario

was a heroine in Mexico because she

_____.

Singing

Preparation: Provide a record or the words to the song "*La Adelita*." This song depicts the bravery of women in Mexico.

Student Involvement: Each child learns and sings the song.

LA ADELITA

Adelita se llama la joven
La que yo quiero y no puedo olvidar
En el campo yo tengo una rosa
Que con el tiempo la voy a cortar.

Si Adelita quisiera ser mi esposa
O si Adelita fuera mi mujer
Le compraría su vestido de seda
Para llevarla a bailar al cuartel.

Si Adelita se fuera con otro
Le seguiría sus pasos sin cesar
Si por mar, en un buque de guerra
O por tierra, en un tren militar.

Ya me despido de mi querida prieta
Ya me despido de mi único placer
Nunca esperes de mi una falta
O que te cambie por otra mujer.

00040

San Juan de Ulúa
September 15, 1824

September 15

SURRENDER OF SAN JUAN DE ULÚA

Accomplishment of National Independence
September 27, 1824

September 27 is the day the formal independence of Mexico occurred.

However, September 15 is celebrated since the Spanish surrendered on this day.

PRESENTATION OF FACTS

Mexico was torn by the struggle for independence for fourteen years. Although the majority of the people were in favor of the cause, there were factions which opposed it. The Creoles, for instance, feared the independence of the mestizos. The Catholic Church owned much land and wielded great power; her leaders feared that independence would weaken the Church's position. In any event the long struggle finally came to an end.

In the final phases of the revolt, Agustín de Iturbide, a power-hungry individual, headed the rebel forces. Spain finally surrendered at the fortress of San Juan de Ulúa near Veracruz.

The terms of the surrender followed the Plan of Iguala, a plan endorsed by the opportunist Iturbide. Juan O'Donojú was the official representing Spain. The plan did not allow self-government for the Mexican people; however, the surrender did in effect free Mexico from Spanish dominance.

WHY DO WE REMEMBER THIS DAY?

The surrender of San Juan de Ulúa is celebrated by the Mexican people because:

a. The dream of independence was finally achieved by the surrender.

b. The surrender meant that Mexico became a nation.

c. The hardships of war were over, and the future of the new nation could be planned.

00042

VOCABULARY

San Juan de Ulúa	*San* Who-*ahn* deh Oo-*loo*-ah
Iturbide	Ee-toor-*bee*-deh
O'Donojú	O Doh-noh-*who*

HIGHLIGHTING THE FACTS

Listening Game--Reviewing the Struggle

Preparation: Tell the exciting story, depicting the struggle from start to finish, to the children. Instead of naming the principals like Hidalgo, say, for example, "And who was the priest who gave the *Grito*?" Have the children volunteer the names.

Student Involvement: The children listen and volunteer names.

Time Line

Preparation: Prepare a section of bulletin board for the time line. Inform the children what a time line is and how to make one. Have the children make a time line showing the outstanding incidents of the struggle. Use pictures, drawings, write-ins.

Student Involvement: The children contribute information and help make the time line.

Role Playing

Preparation: Write a pageant which highlights the main points of the struggle.

Student Involvement: The children help write words and actions for the pageant. They help make costumes, props, etc. After everything is prepared, the group performs the pageant for parents and other classes.

Parent Involvement: Parents help make costumes, props, etc.

* This is a good activity for Hidalgo's birthday (May 8).

00043

Game and Role Playing

Preparation: Select the most important persons in the struggle and make two or three cards for each one. On the cards describe what the people did in the struggle.

Student Involvement: The children take turns reading the cards and impersonating the personalities. Other children take turns guessing the identities.

Sample: "I am a man. I worked in a church. I gave a *Grito*. Who am I?"

00044

INFORMATION CAPSULES

Plan of Iguala (1822):

Agustín de Iturbide was the originator of the Plan of Iguala. This plan, in effect, called for Mexico to become a kingdom independent of Spain, yet ruled by a Bourbon prince. The plan was not at all to the liking of the Mexican people. Iturbide succeeded in putting the plan into effect, and he installed himself as emperor for about ten months. However, a revolt against him soon broke out, and he was forced to abdicate. Shortly afterwards the new constitution was adopted, and Mexico became a republic.

Constitution of 1824 (October 4):

After the Iturbide regime (1822-23), Mexico's first constitution as an independent nation was written. This constitution made Mexico a republic.

First President, Guadalupe Victoria:

In the first elections ordered by the new constitution, the people elected Guadalupe Victoria as the first president of Mexico.

Victoria was born in Tamazula in what is now the state of Durango. He left school early and enlisted in the army of Morelos. Later he fought under Iturbide. When Iturbide became autocratic, Victoria was the leader in deposing him. Victoria retired from the office of president in 1828.

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Facts about the constitution and the first president are well known to the people, but these events are not celebrated to any great extent.

Flag Day
February 24, 1821

February 24

MEXICAN FLAG DAY

PRESENTATION OF FACTS

Mexican Flag Day is celebrated on February 24. The first pledge of allegiance was given to the flag on this day in 1821, even though the country was not yet a republic.

At the beginning of the struggle for independence, Mexico did not have its own flag. The flag of Spain was used in Mexico because, in effect, Mexico was a colony. However, Hidalgo, seeking some sort of a symbol, used a banner with a picture of the Virgin of Guadalupe. This banner, in essence, was the flag of the people because religion was such a great factor in their lives at that time.

When Morelos assumed leadership of the cause, he also had a banner with religious significance. His flag had a three-arched bridge on a light field. Over the bridge was an eagle sitting on a cactus. Inside the arches were the initials VVM which stood for "*Viva la Virgen María.*"

Iturbide once again changed the flag. The flag now symbolized the Plan of Iguala. The colors were red, white, and green, with the field divided into three diagonal stripes. In the center of each area of color was one star. The stars symbolized the three guarantees of the Plan of Iguala: religion, unity, and independence.

After he assumed the role of emperor, Iturbide dropped the stars and placed the eagle and snake symbol in the center of the flag; over the head of the eagle was a crown. The stripes remained green, white, and red but appeared vertically on the flag.

When the republic came into being in 1824, the crown over the head of the eagle was removed. Around the eagle two branches, live oak and laurel, were added. The words *Estados Unidos de México* (United States of Mexico) also appeared on the flag.

The eagle-cactus-snake emblem was taken from an Aztec legend:

> The Aztecs were told by their wise men that they were to search for a site upon which to build their new capital city. They were to travel until they came to a lake. In the lake would be a cactus plant, and sitting on the plant would be an eagle eating a snake. The Aztecs made the search, and the wise men's predictions came true. The Aztecs built the city of Tenochtitlán in the middle of the lake. Today the eagle emblem appears on the Mexican flag, and the city of Tenochtitlán is the capital Mexico City.

WHY DO WE REMEMBER THIS DAY?

Flag Day is celebrated in Mexico because:

a. The flag is a symbol of Mexico.

b. The flag symbolizes the people's pride in their history.

c. The flag represents a commitment to the future of Mexico.

VOCABULARY

Virgen	*Veer*-hen
Iguala	Ee-*gwa*-la
Tenochtitlán	Teh-*noch*-tee-*tlan*

HIGHLIGHTING THE FACTS

Flag Puzzles

Preparation: Obtain or draw pictures of the various flags of Mexico. Paste the flags on pieces of cardboard. The flags can be 8 1/2" x 11" or 17" x 22," depending on the class level. Then cut up the flags to make jigsaw puzzles.

Student Involvement: The children help make the puzzles and have the fun of putting them together.

Art--Making a Mexican Flag

Preparation: Prepare cardboard for the backing of the flags. Cut out from construction paper the vertical colored sections (red, white, and green). Make a ditto emblem of the eagle on the cactus.

Student Involvement: The children color and cut out the ditto emblem. They paste the three colored sections on backing, then they place the emblem on the white section. Use the flags as room decorations, place mats, posters, etc.

00049

Bulletin Board Display

Preparation: Make up a short history unit on the Mexican flag. Obtain or draw the various flags in Mexican history.

Student Involvement: The children draw, color, or paint the flags. They may paste bits of mosaic-crepe paper, cloth, or other textured items on the flags. Display the flags on a bulletin board for special occasions.

Reports

Preparation: Obtain from the library various books on Mexican history for use in the classroom. Using markers, locate sections in the books which are pertinent to the history of the flag.

Student Involvement: Individual children volunteer to report orally on each one of the flags.

Other Suggestions

Time Line on various flags.

Flag Day observance - Short program.

Invitations - Small flags may be made for the covers of invitations to go home.

Book Covers - Flags as decorations.

Resource Person - Invite a parent to come to the class and to tell the children what the flag means to him.

Cake - For a special party have a parent bake a cake decorated like the flag.

National Anthem
September 16, 1854

September 16

ANNIVERSARY OF THE NATIONAL ANTHEM

PRESENTATION OF FACTS

Most countries have national anthems, and Mexico is no exception. However, because of internal strife, there was probably no time to think about an anthem when Mexico first became independent. The anthem was not introduced until September 16, 1854. Francisco González Bocanegra wrote the lyrics for the anthem; Jaime Nunó wrote the music.

The anthem was first sung on September 16, 1854, in Mexico City. The name of the anthem is "*El Himno Nacional*."

WHY DO WE REMEMBER THIS DAY?

The Mexican people celebrate the anniversary of the first singing of the national anthem because:

a. The anthem is a source of pride.

b. It expresses Mexican love of country.

c. It is a constant reminder of the *Grito* which launched the struggle for independence.

VOCABULARY

González Bocanegra	Gohn-*zah*-lehs Boh-cah-*neh*-grah
Jaime Nunó	*Hi*-meh Noo-*noh*

HIGHLIGHTING THE FACTS

Listening and Singing

Preparation: Provide a record of the anthem. Tell the story of the anthem; then play the record for the children. Teach them the words.

Student Involvement: The children listen to the record and learn the words. They sing the anthem in class and on special occasions.

00052

EL HIMNO NACIONAL

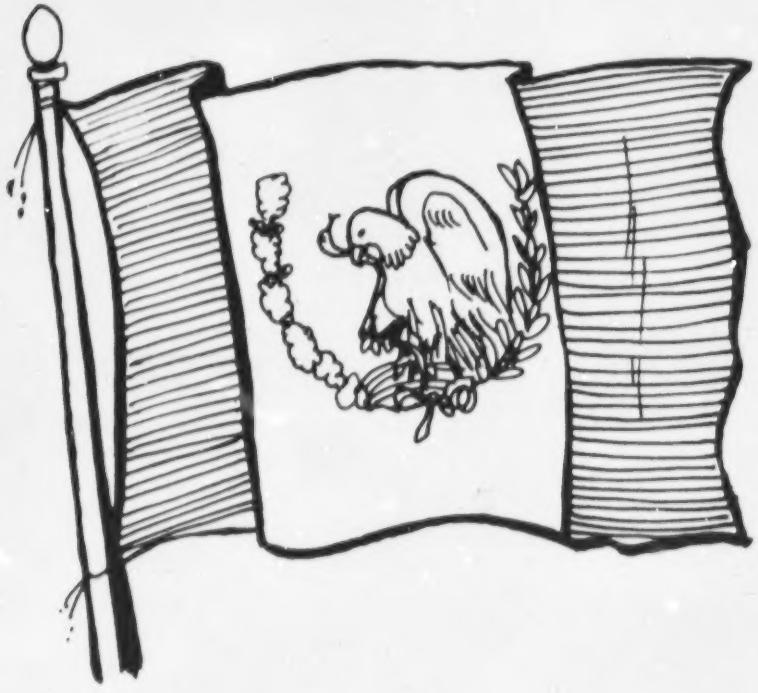
Mexicanos, al grito de guerra
el acero aprestad y el bridón
y retiemble en sus centros la Tierra
al sonoro rugir del cañón

¡Ciña! ¡Oh Patria!, tus sienes de oliva
de la paz el arcángel divino
que en el cielo tu eterno destino
por el dedo de Dios se escribió.

Más si osare un extraño enemigo
profanar con su planta tu suelo,
¡Piensa, oh Patria querida!, que el cielo
un soldado en cada hijo te dió.

¡Patria, patria! tus hijos te juran
exhalar en tus aras su aliento,
si el clarín con su bélico acento
los convoca a lidiar con valor.

¡Para tí las guirnaldas de oliva!
¡Un recuerdo para ellos de gloria!
¡Un laurel para tí de victoria!
¡Un sepulcro para ellos de honor!



00053

Día de la Raza
October 12

October 12

DÍA DE LA RAZA (DAY OF THE RACE)

PRESENTATION OF FACTS

To most people October 12 means Columbus Day. To people of Mexican descent, it is also the Day of the Race or *Día de la Raza*. This is a relatively new day of commemoration. The fact that it falls on Columbus Day has a certain significance. The day is celebrated, not only in Mexico, but in many other countries of Central and South America.

There are specific reasons for celebrating Columbus Day and the Day of the Race together. Columbus discovered a new world; and, at the same time, he opened the doors of South America and Central America so that their cultures were available to the rest of the world. The new world had much to offer the old world. The Mexican people also feel that with Columbus' discovery the fusion of Spanish and Indian blood began. These two strains would create a new race, the mestizo.

This day of commemoration speaks strongly of the pride the Mexican people feel about themselves. The people have taken a long time to reach the psychological state in which they can assert pride in their race and say to the world, "I am proud enough of myself to set aside a day to proclaim this pride." Perhaps the seeds of this sentiment were sown during the struggle for independence.

WHY DO WE REMEMBER THIS DAY?

Día de la Raza is celebrated by the Mexican people because

a. As a race they are proud of the results of the fusion of Spanish and Indian blood.

b. The doors of Mexico were opened to the rest of the world.

c. The day honors both Columbus and the race.

VOCABULARY

Día de la Raza	*Dee-ah* deh la *Rah*-sah

00055

HIGHLIGHTING THE FACTS

Scrapbook

Preparation: Using large paper, make a blank book to be used as a scrapbook. Discuss the meaning of *Día de la Raza*. The title of the book might be What Mexico Gave to the Old World. Keep the book on display.

Student Involvement: The children discuss the meaning of *Día*. They search through newspapers and magazines for pictures which give examples of Mexican culture. Then they paste the pictures in the scrapbook. When guests come to the room, the children take turns showing the book.

Art Project--Mobiles

Preparation: Make ditto copies of pictures representing various facets of Mexican culture (Aztec calendar, Mexican eagle, etc.). The pictures should be drawn inside five-inch circles. Provide paste and cardboard circles.

Student Involvement: The children cut out the circles and color the cultural drawings in the circles. Then they paste the pictures on the cardboard circles. Help them punch holes in the circles and string them for a culture mobile.

* Make at least four mobiles so that each child can contribute a drawing.

Picture Matching Game

Preparation: Make a large game board 19" x 24." Across the board paste a series of pictures depicting aspects of Mexican culture. Under each picture paste a paper pocket to hold cards. Make small cards which duplicate the large pictures.

Student Involvement: The children help you prepare the game board. One child supervises while other children play.

The object of the game is to match the small pictures with the large pictures and to place the small pictures in the appropriate envelopes.

00056

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